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ABSTRACT

This report of the writing project at P.K. Yonge Laboratory School, University of Florida, examines the effectiveness of a systematic approach to teaching high school composition. The approach, which focuses on the skills that enable students to write clearly, correctly, and purposefully, includes sequential instructional units, considerable student writing, and an objective, concrete method for teacher evaluation of student writing. Sections of the report discuss the preparation of the project, its description, its evaluation, and the improvements that have been made as a result of the evaluation. Eleven appendixes provide samples of course materials, student work during the course, and references for teachers. (RL)

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THE COMPOSITION PROJECT: A SYSTEMATIC APPROACH TO TEACHING WRITTEN COMPOSITION

by

Nancy Dean

August, 1978

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Dedication

The First Day of a New Class

by Bill Walker, P. K. Yonge Student
December 2, 1977

Cosh I've heard about "ole" Mrs. Dean. Two papers a week! Ohhh boy.

Well there's the room. I might as well go in. Hey, there's J.C. and Andy. Well at least I know the people.

Now, where should I sit? There's a spot over there by Steve, but he always seems to be getting in trouble. Wait, there's a nice neutral seat in the middle of the room. I sit down.

I wait.

Finally, class starts as Mrs. Dean stands up to call roll.

Oh, I see, one of these tardy freaks. Well at least I was here on time, early even!

Oh boy, now she's telling us the requirements for her class. My God! It's true, two papers a week!

Hmmm, I wonder what that list is on the left side of the chalkboard. Oh, what the papers will be graded on.

I sure wish Nancy over there would shut up. She's giving the whole class a bad start.

Huh? What's going on? Everyone is rushing to one side of the room. I shouldn't have let my mind wander. I must've missed something important. Oh well, I'll just sit here and look cool, like I know what's going on.

They're getting books! I see. I better get up and get one. Wait, Gary has a stack, maybe I can get one fror him. "Hey, Gary, pass me one of them books over here."

I open the book and start to thumb through. Looks pretty boring, but there seems to be lots of pictures anyway.

"William," I hear.

Huh, hey, wait a minute, that's me.

"Yea," I say, waving my hand to draw her eyes to me. Not knowing what to expect I listen.

"How do you get acquainted with a book?" I'm asked.

"Open it up and thumb through," I answer.

"Gary, how do you get acquainted with a book?" she asks moving past me. A sure sign that I gave the wrong answer.

Gary gives the right answer. I wasn't even close!

The bell rings, and everybody rushes out, me among them.

Well this may not be so bad after all. I hope not anyway.

And it wasn't so bad after all. The mounds of papers; the frustrations; the disappointments; my own inadequacies. The teacher learns. I dedicate this document to my students. The work was for you; but more than that, your openness, diligence, and wit made my work an act of affection.

Nancy Dean

THE COMPOSITION PROJECT: A SYSTEMATIC APPROACH TO TEACHING WRITTEN COMPOSITION

The history of literacy coincides to a considerable degree with the history of civilization. Great and flourishing civilizations have existed in the past with a minimum of popular literacy, but that was only because the burden of those civilizations was carried on the shoulders of that small fraction of the population which was literate. The illiterates were slaves, serfs, peasants, people who fulfilled in their respective civilizations the functions that are today assigned to machines. As the machine liberated man from these functions, the slaves and serfs became human beings in the full sense of the term; and as human beings they demanded and received human prerogatives, not the least important of which was the right to know how to read and write.

- Mario Pei

INTRODUCTION

Rationale

The mastery of certain skills is requisite to a high school student's academic maturation. Writing clear, concise compositions is one such necessary skill, for writing of this type is the foundation for virtually every other form of written expression. Currently, all too many students in public schools display a decided inability to successfully contend with the problems expository writing presents. This has been well documented by Mellon (1976) and Bamberg (1978). Any meaningful study in this area must address these deficiencies and examine the techniques which have been associated with effective writing.

In a recent survey of composition research, Bamberg (1978) analyzed the effectiveness of several aspects of teaching writing: instruction, revision, grammar, writing frequency, and teacher evaluation. Instruction, or "helping students generate, develop, and organize their ideas during the prewriting or writing period" (Bamberg, 1978, p. 50), was consistently associated with improved writing skills. Likewise, revision, which encourages students to apply knowledge to their own writing, was found to be an essential factor in improved student writing. The formal study of grammar was found to have a negligible effect on writing improvement, whereas an applied approach to traditional grammar, in which the teaching of grammar was based on student errors, was shown to significantly improve such aspects of writing as capitalization, punctuation, and types and complexity of sentences.

Bamberg also noted that two other components of teaching composition, i. e., writing frequency and teacher evaluation, were found, by themselves, to be unable to improve student writing. That is, extensive writing which was not accompanied by instruction did not improve students' writing skills. Further, neither the addition of a general evaluative comment nor a provision for immediate feedback significantly improved students' performances. It must be noted, however, that these approaches were found to be ineffective when used by themselves. These studies did not indicate that students can learn to write without practice; nor did they preclude the effective use of teacher evaluation as an instructional tool. These findings suggest the need for a multi-dimensional approach to the teaching of written composition.

Such an instructional program thus must necessarily encompass all of the aspects commonly recognized to be required for the development of quality writing. Moreover, an effective writing program must remain dynamic, especially with respect to the degree of emphasis placed on any particular. Hence, the careful integration of three features--instruction, student writing, and teacher evaluation--provided the key to the successful implementation of the project discussed in this monograph.

Purpose

This study examined the effectiveness of a systematic approach to teaching written composition on the high school level. The approach focused on those skills necessary to write clearly, correctly, and purposefully, and included sequential instructional units, considerable student writing, and an objective and concrete method for teacher evaluation of student writing.

Objectives

Specific objectives of the program included:

1. improvement in writing ability, to enable students to write a series of compositions, each progressively more vivid, coherent, and detailed;

2. reduction in the frequency of both form and content errors students made on weekly formal compositions;

3. increase in the accuracy with which students identified their own errors; and

4. high level of student satisfaction with the program and their own accomplishments.

Population

This study was conducted with ninth grade students at P. K. Yonge Laboratory School. The students were representative of the pupil population in the State of Florida, including those of divergent abilities and achievement levels as well as socioeconomic and racial/ethnic groups. Ninth graders were chosen so that students could receive basic instruction in composition as they entered high school.

Staffing

One teacher was responsible for both planning and implementation. These responsibilities included development of the methods and techniques used in the program, implementation of the program as part of the Unified Studies curriculum,* and the assessment of the results. Assistance was obtained from a student aide who worked one hour a day for high school credit, and performed such tasks as charting student progress, checking Error Correction Sheets, and filing.

Initial Investigation

The Composition Project was the culmination of two years' research and development at P. K. Yonge. The instructor was granted two weeks time, during the summer of 1976, to design a program to improve high school students' skills in written composition. During this time the instructional units were developed. (See section on the instructional units for detail.) These units were tested with three groups of twelfth grade students during the 1976-77 school year. Informal assessment, by means of teacher and student evaluation, showed that the instructional units improved both writing skills and students' awareness of the steps which lead to effective written communication.

At the end of that school year, three needs were evident: (1) the transfer of the program to the ninth grade level, giving students time to refine existing skills during the rest of their high school education; (2) the development of a concrete, objective teacher feedback system, which would encourage students to learn from their mistakes; and (3) the provisision for more student writing without inordinate teacher burden. The instructor's task, during the summer of 1977, was to develop ways to fill these needs. The Composition Project was thus incorporated into the ninth grade Unified Studies curriculum; the other two aspects of the Composition Project--student writing and teacher feedback--were developed; and improved evaluative procedures were designed. During the 1977-78 school year, the Composition Project was tested with three groups of ninth grade students. A complete description of this project and the results of the study follow.

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*A combined language arts and social studies curriculum for high school students.

PROJECT DESCRIPTION

Assumptions

Effective writing calls for diligent and careful thinking. The mastery of writing skills is time-consuming and requires much practice, for few people can easily learn to state an idea, to organize and clarify the support for this idea, and to express these thoughts in prose that is coherent and compelling. Writing itself may be pleasurable, but the ultimate reward comes when the student gains the sense of accomplishment which accompanies improved written expression. These underlying beliefs provided the framework for the Composition Project and pervaded the instructional units, the two types of student writing, and the evaluative procedures. High expectations were thus placed on students as they entered the ninth grade program, with assurances that each student could both improve writing skills and benefit greatly from personal endeavor.

The Instructional Units

The nine-week instructional program was divided into seven units: The Word, The Thought, The Manner, The Arrangement, The Strength, The Movement, and The Expression. Each unit taught one aspect of written communication. The units built sequentially and provided students with the skills essential for the writing of unified, effective compositions (see Appendix A for detailed outlines).

The Word dealt with the importance of meaning. This unit taught students to be more aware of both words and their meanings in order to be clear, concrete, and exact in written expression. Students learned to examine the difference between denotative and connotative meaning and to select words carefully, keeping in mind the topic, occasion, and purpose of a particular assignment.

The Thought instructed students to distinguish between the topic and the controlling idea, or thesis, of a composition. In doing this, the unit taught students to dispense with the clumsy and ineffectual "limiting" of a topic. Instead, students learned to formulate an idea, belief, or factual statement about a topic. This formal statement became a student's promise to the reader which controlled the direction of his composition's development.

In The Manner, students concentrated on modes of development. In particular, students learned to use definition, description, comparison and contrast, causal analysis, and example to develop ideas appropriate to these modes. Students also studied the relationship between the thesis and the mode of development, learning how the mode fulfills the promise stated in the thesis.

While The Manner taught students how to develop a thesis, The Arrangement taught them how to put the development in order. That is, students studied the ways to order thinking, e.g., chronological order, spatial order, and order of importance. In addition, they studied the basic tool of organization: the outline. Along with this study of order, The Arrangement taught the importance of symmetry in written compositions. To achieve symmetry, students learned to master the three basic components of a written composition: the introduction, the body, and the conclusion.

Both The Strength and The Movement dealt with coherence in written communication. However, the focus of The Strength was on unity, while The Movement focused on clear transitions between ideas. The Strength taught students to strive for an undivided total effect in individual paragraphs. In The Movement, students studied linking devices, such as repetition and parallel structure, and the appropriate use of transitional expressions.

The Expression was the final unit of the instruction. As such, it dealt with the final step in the writing process: revision. Students learned to read their papers critically and to clarify obscure passages; they also learned to proofread their papers, checking for mechanical and spelling errors. Ultimately, this unit introduced students to the concept of style. The unit outlined the basic elements of style and encouraged students to experiment with several styles of written expression.

Each unit was introduced with lectures and discussions. After the introduction of basic concepts, provision was made for students to contribute to such class activities as choosing a thesis from a topic and developing a working outline from a clearly written thesis. Additional group and individual activities were used to clarify students' thinking and to broaden their understanding of the importance of each component in the instructional unit. These activities included exercises, games, and the reading and analysis of compositions--written by both students and professionals--which were selected to exemplify excellence in the concept being studied. Appendix B provides sample activities for each unit; Appendix K provides a resource list of books which provide model compositions, along with exercises and instruction.

Student Writing

To give students the opportunity to put the knowledge they gained from instruction into practice, students wrote two compositions a week. These assignments differed in both purpose and nature. One composition was formal and directed attention to the diligence and care requisite to effective written expression. Each week students used a specified mode of development; however, they selected their own topic and thesis. Feedback on these compositions was immediate and detailed.

The other written assignment, called Free Style, was informal and focused on the pleasure which written expression can give both reader and writer. Students could write on any topic and were encouraged to use any prose style. Grades for this assignment were based on the number, rather than the quality, of compositions completed. Teacher comments were minimal and referred only to the ideas or concerns students expressed. The intention was to increase students' motivation to practice writing without the concomitant anxiety that often accompanies detailed grading. (See Appendix C for sample Free Style compositions.)

Teacher Feedback

The method of teacher feedback on the formal weekly compositions was designed to encourage students to consider their errors and evaluate their writing. The method begins with an Error Master List, which designates common errors students make on written compositions. The Error Master List contains errors of content and form (Level A) which are organized to correspond to each unit of instruction. It also contains a list of possible grammatical errors (Level B). (See Appendix D for a complete Error Master List.) While reading the weekly compositions, the instructor numbered each student's errors consecutively throughout his paper and noted the code number on an Error Correction Sheet (see Appendix E). The composition was then given a grade, on a scale 0 - 80, representing 80% of a student's final grade on a written composition.

Once a composition was evaluated, the marked paper was returned to the student, who identified the errors, placed the proper code on an Error Correction Sheet, and submitted corrections for the use of forbidden words (see Error Master List, Appendix D), wrong words, and spelling errors. The instructor evaluated the Error Correction Sheets, indicating the correct code when a student erred. This part of the evaluation process was performed by an aide. Caution must be exercised, however. Sometimes the distinction between errors is a narrow one; for example, VE (Level A) and 13 (Level B). The instructor reviewed errors which students

incorrectly identified (as marked by the aide) and credited students for "errors" when they adequately explained their choices on the back of the Error Correction Sheet. Once this evaluation was complete, a grade was placed on the Error Correction Sheet on a scale from 0 - 20 (20% of a student's final grade). The two grades were totaled to give a final grade. The composition was then returned to the student along with his Error Correction Sheet. (See Appendix F for an illustration of this process.)

Before students were expected to submit Error Correction Sheets for a grade, the procedure was thoroughly explained to them. At the beginning of the term, students received an Error Master List. Each error on the list was discussed. Then the process was illustrated by the use of a dittoed copy of a faulty composition. Students completed Error Correction Sheets for this sample composition independently, after which time the class discussed the errors and determined the correct code for each one. The use of an overhead projector enhanced this activity, as it enabled the whole class to see the correct procedure for completing Error Correction Sheets. Students were given further practice in the use of Error Correction Sheets with their first formal composition. This composition was evaluated, complete with Error Correction Sheets, but not graded; and class time was allocated for student questions pertaining to individual errors or the procedure itself.

All students participated in a weekly conference to help them understand their errors and improve their writing. The instructor recruited parent volunteers (see recruitment letter in Appendix G) who, after a brief training session, assisted in conducting student conferences. Two volunteers per class insured that each student would receive a weekly writing conference. Conferences took place within the classroom while students who were not participating in conferences worked on a reading or writing assignment. This counseling procedure gave students the opportunity to discuss their compositions and Error Correction Sheets and to receive individual assistance on further assignments.

EVALUATION

Student Evaluation

At the end of the term, each student was asked to evaluate, as effective or ineffective, the following four components: the instructional units, the method of teacher feedback, the weekly writing conferences, and the Free Style writing assignments. The results of this evaluation are tabulated in the chart below.

Project Components	Number of Students Responding	
	Effective	Ineffective
Instructional Units	38	4
Teacher Feedback	45	3
Weekly Writing Conferences	42	5
Free Style Writing	34	15

N = 56 (note: not all students responded to each category)

Students were further asked to comment upon any aspect of the program. The following are samples of students' comments:

Finding his own errors helped a person not to make them again.

The Error Correction Sheet was great. I learned so much from it.

The compositions, Error Correction Sheets, and grading taught me more this year than any other topic.

The Error Correction Sheets were excellent ways to correct errors.

Error Correction Sheets were a pain but they did do us good.

I liked the Free Style writing. It gives you a chance to just write without worries. A good change.

The Free Style writing was a fun way of writing and telling the teacher what you think about. It gave you a chance to see how many mistakes we make when we don't proof read 100 times, like compositions.

Although it was painful, I enjoyed learning to write well.

Instructor's Evaluation

During the year of pilot testing, the instructor kept records pertinent to the implementation of the Composition Project. These records gave an account of the benefits and imperfections of the project, from the teacher's point-of-view, and dealt with each component of the project. A summary follows.

The Instructional Units... The main benefit of the instructional units was that they focused on one aspect of written composition at a time, thereby giving students an opportunity to master basic skills and build on them. In addition, each unit presented information which students could directly and immediately apply to their assignments. Further, the mastery of the rules of traditional grammar was viewed as a tool of effective writing rather than an end in itself. Each week, when the compositions were returned, time was allocated to instruction in the rules of grammar, usage, and punctuation which pertained directly to the errors students made on their compositions. This added a practical dimension to the study of grammar which a traditional course in grammar could not achieve. A final advantage was that the instructional program stressed skills which students could apply to other courses, for it enabled them to organize ideas and present them with clarity.

The instructional units did, however, have some defects. In the first place, they carried an implicit assumption that students possessed some prior knowledge of compositional skills, e.g., sentence structure, basic grammar, and punctuation. A student who could not write a clear and correct sentence could hardly be expected to write a clear and detailed thesis statement. Students in this category not only needed additional help in basic writing techniques but also required modified writing assignments. Another drawback of the units, as they were organized, was that some important steps in the writing process were not discussed until the end of the instructional program. This was especially true of revision, which should have been introduced earlier in the term, giving students more opportunities to practice such an essential part of effective written communication.

Student Writing...The formal weekly compositions were beneficial to students in several ways. The assignments gave the students considerable practice in writing. Moreover, the assignments gave them practice in writing different types of compositions. The formal compositions also gave increased stature to students' work and enabled them to take pride in the accomplishment of a finished product which required correct form and appropriate content.

The Free Style writing assignments complemented the formal compositions and provided students with benefits that were personal and immediate, for the informal nature of these assignments allowed students to express themselves freely, to gain confidence, and to experiment with different styles of written expression. Many students found it a welcome relief from the rigor of the weekly compositions and some found they actually enjoyed writing. For the teacher, the Free Style writing provided an opportunity to become more familiar with students' beliefs, interests, and problems, as students often wrote about their experiences and concerns. In addition, the Free Style compositions were easy, indeed pleasurable to grade, as they did not require the teacher's scrutiny.

It is interesting to note, however, that students expressed more dissatisfaction with the Free Style writing than any other component of the project. In many cases, students did not take the assignment seriously and considered it "busy work." They also felt that they did not learn as much as they did from the weekly compositions since there was no teacher feedback regarding their writing skills. Another problem arose with the choice of topics. Many students struggled, week after week, to think of something about which to write. To remedy this situation, the instructor turned to a discussion-reaction format. At the beginning of the hour, the class discussed a controversial issue pertaining to the school, the community, or society at large. Students were then asked to express their opinions on the topic in their Free Style compositions. The response to this, too, was mixed, as no topics interested all students each week.

Teacher Feedback...The use of Error Correction Sheets had many advantages over traditional grading systems in which teachers identify errors for students. This method was specific and objective, not imposing the teacher's wording on student writing which was awkward or unclear. It also forced students to consider their errors, rather than ignore or discard teacher comments. It placed primary responsibility on the students to identify their errors and led to a reduction in the frequency of errors. Students learned to use the system quickly and efficiently and reported a high degree of satisfaction with the Error Correction Sheets. For the teacher, the Error Correction Sheets eliminated the need to write lengthy

comments on students' papers; thus less time was spent in grading a set of papers and more time could be devoted to planning program improvements. The Error Correction Sheets produced gains, which were charted and displayed, and gave both teacher and student a concrete basis for satisfaction.

The Error Correction Sheets were sometimes discouraging for students. Some students, who made many errors, received their marked papers, knew they were still not finished, and simply gave up. To prevent this, the instructor learned to ignore some errors and focus on one or two major problem areas in the compositions of the poorer writers. Once improvement was demonstrated in these areas, other categories of errors were considered. Students were not overwhelmed, then, in the face of their errors. Another problem with the Error Correction Sheets was that grading was an arduous task for the teacher until the system was mastered. It was tedious to look up the code numbers for each error, and it took several sets of papers before the teacher could memorize the code numbers of the most common errors. The Error Master List has thus been revised, with code numbers of similar errors bearing the same letter (Level A), facilitating memorization (see Appendix H). Still, a mastery of the system took time and effort. It also took time to correct the Error Correction Sheets students submitted. This demand was assuaged by an aide, who filled out the information on the top of the teacher's Error Correction Sheets, completed the initial grading of the Error Correction Sheets, and alphabetized both the compositions and Error Correction Sheets; the teacher reviewed the aide's corrections.

The weekly conferences were a vital part of the teacher feedback procedure. They provided students with the opportunity to talk about their writing, see their progress, receive individual help in problem areas, and better understand future assignments. The conferences also gave the teacher a chance to talk privately with students who had not completed their assignments and encourage them to be more diligent.

Certain difficulties accompanied weekly conferencing. Although it was not difficult to find qualified volunteers, it was difficult to convince the volunteers that they could be effective. This indicated the need for more thorough volunteer training procedures. Furthermore, the volunteers did not get to know the students as well as the teacher did. The students rotated through each of the counselors; therefore, the volunteers did not see the same student each week. This procedure left the helpers in a vacuum regarding students' progress.

Data

The anticipated benefits of this program were:

1. a reduction in the frequency of errors per weekly composition;
2. an increase in the accuracy with which students identified their errors; and
3. an improvement in the general quality of weekly compositions.

The research design thus included a comparison of the frequency of errors in both the first and last compositions. It also provided a means for evaluating the improvement of a student's ability to identify his errors by having each student complete an Error Correction Sheet for his first composition both at the beginning and at the end of the term.

These data have been analyzed for the pilot study. A significant decline was found in the frequency of errors in the first and last compositions. The mean number of errors on the first composition was seven errors per 100 words. The t-test value was 3.39 with 43 degrees of freedom and findings were significant at the 0.005 level. Additionally, a significant increase was achieved in students' ability to accurately identify their errors. The mean score on the pre-treatment Error Correction Sheets was 0.4745, indicating 47 out of 100 errors were identified correctly; the mean score on the post-treatment Error Correction Sheet was 0.7466, indicating 74 out of 100 errors identified correctly. The t-test value was 7.95 with 22 degrees of freedom and findings were significant at the 0.001 level.

No test was designed to evaluate the improvement in the general quality of written compositions. However, the instructor's subjective evaluation indicates improvement in this area as well. Samples of pre and post treatment compositions, selected to exemplify differing degrees of achievement in writing skills, may be found in Appendix I.

DISCUSSION

The Composition Project did significantly improve students' writing skills and did produce a high level of student satisfaction with both the program and their own accomplishments. The instructional units provided students with the information needed to improve their writing skills; the student writing gave them the opportunity to put their knowledge into practice; and the teacher feedback system helped students to read their own compositions critically. This study thus shows that all three approaches to teaching written composition, when systematically organized and integrated, can improve the expository writing skills of high school students.

Although the program was successful, further improvements are necessary. To this end, the following refinements and changes will be incorporated into the 1978-79 Composition Project:

1. the introduction of the unit on revision early in the term, so that students can master these skills;

2. the utilization of supplementary materials for students who have basic deficiencies in writing skills;

3. the provision for additional activities and games to reinforce learning;

4. the assignment of topics which arise directly from the curriculum for the Free Style compositions;

5. the investigation of additional sources of volunteers to assist in the writing conferences, e.g., Voluntary Action Center, Older American's Council, University of Florida's Samson program;

6. the development of a more complete training program for volunteers; and

7. the revision of the writing conference format, including the specification of tasks for each week and the utilization of newly developed forms to keep volunteers and students informed of students' progress (see Appendix J).

NEED FOR ADDITIONAL RESEARCH

The data gathered in the pilot study are promising; however, additional research is needed. First, there is a need for a detailed analysis of student errors in order to determine objectively the types of errors students make most frequently and those amenable to correction through the Composition Project. This analysis will be facilitated by the use of the Student Error Sheets (Appendix J). Further, objective evaluation of the improvement in the general quality of written compositions is necessary. This could be done by trained raters who would read coded samples of student compositions written before and after exposure to the program. Sorting these compositions according to their quality would provide the objective data needed to show overall improvement.

Two other issues merit investigation: the effectiveness of the Composition Project compared with traditional methods of teaching composition; and the relationship between the success of the Composition Project and the instructor's personality. As no control group was used in the pilot testing, the data revealed that the project was effective but gave no indication of its relative superiority over other techniques. In addition, there were no data to show that the project was effective regardless of who conducted the implementation. These issues could be evaluated by means of field testing, including control groups, in other schools and on other grade levels.

APPENDIXES

APPENDIX A

Unit Outlines

I. The Word
   A. You ought to at least taste it.
      1. The pleasure of words
      2. Shades of meaning
   B. I almost died laughing.
      1. Dead words
      2. Cliches
   C. I am steadfast; you are stubborn.
      1. Denotative meaning
      2. Connotative meaning
   D. Clear to partly cloudy.
      1. Concrete words
      2. Clear words
      3. Exact words
      4. Use of the Thesaurus
   E. No shoes. No service.
      1. Words to suit the topic
      2. Words to suit the occasion
      3. Words to suit the purpose

II. The Thought
   A. Old Mother Hubbard
      1. Definition of topic
      2. Selecting a topic
   B. Old Mother Hubbard went to the cupboard to fetch her poor dog a bone.
      1. Definition of thesis statement
      2. Purpose of a thesis statement
      3. Contrasting functions of topic and thesis
   C. How did you arrive at that?
      1. Arriving at a thesis
      2. Characteristics of effective thesis statements
         a. Completeness
         b. Clarity
         c. Specificity

III. The Manner
   A. Now that I've got it, what do I do with it?
      1. Definition of modes of development
      2. Relationship between thesis and mode
   B. You mean I gotta decide?
      1. Frequently used modes
         a. Detail
         b. Example
         c. Comparison and contrast

d. Explanation
e. Classification
f. Causal analysis

2. Choosing an appropriate mode

IV. The Arrangement

A. First you dig a hole.

1. Value of organization
2. Ways to order thinking
   a. Chronological order
   b. Order of importance
   c. Spatial order

B. But I forgot my shovel.

1. The tool of organization: the outline
2. Outline form
3. How to develop an outline

C. You really ought to finish what you start.

1. Symmetry in written compositions
2. The introduction
   a. Function
   b. Types
3. The conclusion
   a. Function
   b. Types

V. The Strength

A. There was an old lady who swallowed a fly.

1. Definition of unity
2. Unity in individual paragraphs
3. Unity in the total composition

B. I don't know why she swallowed a fly.

1. Adequate development
   a. Use of sufficient detail
   b. Covering the topic
2. Logical consistency
   a. Supporting a premise
   b. Fallacies in reasoning

VI. The Movement

A. And then and then.

1. Purpose of transitions
2. Choosing the correct transitional device

B. And how else can I say it?

1. Synonyms
2. Repetition
3. Pronouns
4. Parallel structure
5. Transitional expressions

VII. The Expression

A. You mean I'm not done?

1. Importance of revision
2. Differences between revision and proofreading
3. Techniques of revision
   a. Re-organizing
   b. Striving for clarity
   c. Eliminating wordiness

B. But everybody else is doing it.

1. Style and conformity
2. Style and individuality
3. Polishing the final draft

APPENDIX B

Sample Activities

The following is a list of suggested activities which are used to illustrate or explicate components of the instructional units. Accompanying each activity is the number and letter of the component under consideration, as shown in the outline of Appendix A.

Word War (Reference I A 1)

Purpose: to foster an appreciation for the pleasure of words.

Instructions:

1. Divide students into two teams.
2. Select a panel of judges (no more than three members on the panel).
3. Arm each student, or every two students, with dictionaries.
4. Instruct each team to find three insults for the other team. The insults must conform to these criteria:
    a. Useable (no obscenities; not too esoteric)
    b. Thought provoking and specific
    c. Well and completely presented
    d. Used accurately in a sentence.
5. Instruct the panel to judge on the basis of the criteria listed above.

Note: A reward, however small, for the winning team increases the excitement of the game.

Materials: dictionaries

The Thorough Thesis (Reference II C)

Purpose: to help students write effective thesis statements and to illustrate the possibility of several thesis statements arising from a single topic.

Instructions:

1. Give students a list of three topics. Any topic--from cats to the energy crisis--is appropriate.

2. Instruct students to write two different thesis statements for each topic. An example may be useful:

   Topic: cats

   Thesis statements:

   1. Cats make ideal pets for busy people since they are clean, quiet, and easy to take care of.

   2. Cats are domestic loiterers as they are neither affectionate companions, useful defenders, nor energetic playmates.

Materials: paper and pencil

Name the Mode (Reference III B 2)

Purpose: to give students practice in choosing a mode of development appropriate to a thesis.

Instructions:

1. Pass out copies of ten thesis statements to each student.
2. Instruct each student to write, in the space provided, the name of the mode or modes which would best be used to develop the thesis.
3. Read the correct answers aloud and discuss them with students.

Note: This activity also lends itself to team competition.

Materials: Teachers may use the following list of thesis statements or derive lists of their own.

1. The Pacific Ocean is magnificent in a storm. _____
2. Floridians are far more friendly than New Yorkers. _____
3. An honest man is rarely trusted. _____
4. The high divorce rate of the 1970's will lead to the decay of the family. _____

5. While people living in America and people living in France have the same basic needs, daily life is different in the two countries. _____

6. The A I made on my paper was due to my perseverance, careful thinking, and my following directions. _____

7. Psychology is a social science which explores human behavior. _____

8. There are three main reasons people go to college: to get an education, to find a mate, and to improve finances. _____

9. To adjust a carburetor one must regulate fuel flow and air flow, then balance the two. _____

10. The oceans of the earth harbor bizarre life forms. _____

Key:

1. Description, Detail, Example
2. Comparison/contrast, Example
3. Definition, Example
4. Causal analysis
5. Comparison/contrast
6. Causal analysis
7. Definition, Example
8. Classification
9. Explanation, Detail
10. Description, Example, Detail

How to Catch a Reader (Reference IV C 2)

Purpose: to give students practice in writing a specified type of introduction.

Instructions:

1. Assign a topic or encourage students to choose their own.
2. Have each student write a thesis statement for the topic he or she chooses.
3. Instruct students to write an anecdote introducing the thesis.
4. Have students read their anecdotes to the class. Follow each presentation with class discussion directed toward assessing how well the anecdote performs the functions of an introduction.

Materials: paper and pencil

Recognizing Fallacies (Reference V B 2b)

Purpose: to help students recognize fallacious thinking.

Instructions:

1. Instruct students to collect advertisements which contain fallacies, e.g., begging the question, hasty generalization, or appeal to the people. These advertisements may be gathered from T.V., magazines, or newspapers. Each student should contribute a minimum of two examples.
2. Have each student present his collection orally and lead the class in an analysis of the fallacies represented therein.

Materials: advertisements which illustrate fallacious thinking.

Model Transitions (Reference VI B)

Purpose: to provide students with a model to emulate in using transitional devices.

Instructions:

1. Have students read--orally or silently--a composition by a professional writer. (Especially recommended are E. B. White, J. B. Priestly, James Thurber, and Mark Twain.)
2. Instruct students to list the transitional devices found in the composition.
3. Discuss the importance of using a variety of transitional devices.

Materials: any of the books, listed in Appendix K (References for Teachers), which contain model compositions.

Faulty Paragraphs (Reference VII A 3)

Purpose: to give students practice in revising faulty writing.

Instructions:

1. Duplicate copies of faulty paragraphs and distribute them to students.
2. Divide students into small groups.

3. Instruct each group to revise the paragraph, with the goal of eliminating errors and producing a well-organized, clear, and concise paragraph.
4. Duplicate the revisions of each group so that all class members can participate in an analysis of each group's revision.
5. Conduct the analysis the following day.

Materials: copies of faulty paragraphs and revisions

APPENDIX C

Sample Free Style Compositions

Linda
Oct. 7, 1977

At about age thirteen or fourteen something happens to a person. This strange occurence is often called puberty, adolesence or just plain growing-up. More specifically, girls start being interested in boys as something more the good short stops, and boys discover that girls make great acorn targets.

And so at the begining of High School girls come armed to the teeth with a variety of beauty hints, stylish clothes, and "How to Get a Boy" books. During the summer the girl population has been curled, tanned, styled, and is ready to mesmerise any pants-clad being who takes her fancy.

Now, logically, the boys have spent the summer perfecting a he-man image. They have not. No, their days have been spent pitching baseballs, swimming, and generally acting like six-year-olds. Six-year-olds are not concerned with attracting the opposite sex, of course.

It is a common belief that getting tooth-paste back into the tube is one of the most impossible tasks ever to face mankind. Attracting the boy who squirted it all over the room is one of the most impossible tasks ever to face womankind.

Kathy
April 21, 1978

Well, well, well. I really can't think of one blasted thing to write about. It will be a whole lot easier next week, since we're planning a suprise birthday party for my brother's 16th birthday. This event is scheduled to take place this coming Sunday. And then the week after next will be even more exciting. On the 29th I am going to be in the second annual Almost Anything Goes. I was in it last year and had loads of fun with all of my friends from church. Then the next week after that, as far as I can tell so far, will be another "Well, well, well, I really can't think of one blasted thing to write about."

Mary
April 14, 1978

This week I have to make a decision on whether or not I am going to school here next year. I am trying to decide on Gainesville High School. I would like to visit it for a few days and see what its like.

My mom thinks I will be a little bit behind in classes at G. H. S., but my sister Wanda doesn't think I'll have any problems.

I only know about ten people there but that is not very many compared to all of the students.

There are both ups and downs for both schools. So I really haven't decided yet on where I am going next year to school.

Bob
April 17, 1978

A Meadatrog is a giant man like creature with skin like an armadillo. When I say giant I don't mean giant as in dinosaur or fe fi fo fum, I mean about 11 feel and 4 and 1/4 inches tall. Meadatrogs live on a certain island in the tropics that no one knows about except for me an maybye 5 other people. These five other people are going to be with me on by trip to Victrolla (a tiny island in the tropics). While there hopefully we will track down and capture live a Meadatrog. Meadatrogs are very ferocious animals. They have teeth like a canine. I have never seen a meadatrog before and I don't think any one else has except for the natives who used to live there. They were run off the island by an over-population of Meadatrogs. All these descriptions are from the natives and the World Book of Legends Vol. IV. I'll finish this story next Friday, I think.

Sue
May 5, 1978

When I was about 7 or 8 years of age me and my sister was at my grandmothers house in Georgia.

One day about in the middle of the day me and my sister was riding on a bick and I was on the handle bars.

We was going reel fast and I fill off the handle bars and the bick ran over me and that is how I get this big mark on my shoulder.

George

Every young basketball player has a dream. The dream is to be able to Slam dunk the goals. Many Gainesville High School players have the ability to dunk. Even P.K.Y. is getting a piece of the action. We have four people dunking, two 9th graders, one 10th grader and 1 senior. We have many other students dunking smaller balls.

APPENDIX D

Error Master List - Level A

Code	Error	Computation	Class Total
I	The Word		
A.	Use of Forbidden words*		
B.	Use of cliches		
C.	Wrong word (denotative)		
D.	Wrong word (connotative)		
E.	Vague or unclear word		
F.	Inappropriate language		
G.	Excess words		
II	The Thought		
A.	Thesis unclear		
B.	Thesis not a complete thought		
C.	Thesis not specific		
III	The Arrangement		
A.	Unclear outline		
B.	Insufficient number of major topics		
C.	Topic does not relate to thesis		
D.	Sub-topic does not relate to major topic		
IV	The Manner		
A.	Inappropriate mode with respect to thesis		
B.	No topic sentence		
C.	Sentence doesn't relate to topic sentence		
D.	Inadequate development of topic sentence		
E.	Thought repeated needlessly within PP		
V	The Strength		
A.	Intro. doesn't arouse reader's interest		
B.	Intro. doesn't introduce thesis		
C.	Thought doesn't relate to thesis		
D.	Thought contradicts a previous thought		
E.	Thought not clearly expressed		
F.	Needless repetition of thought		
G.	Thesis not adequately developed		
H.	Fallacy in reasoning		
I.	Conclusion does not restate thesis		
J.	New info. introduced in conclusion		
K.	Conclusion does not follow fm devel.		
VI	The Movement		
A.	No transition provided		
B.	Transition used incorrectly		
VII	The Expression		
A.	Paper doesn't complete the assignment		
B.	Information inaccurate or questionable		
C.	Revision doesn't reflect needed changes		
VIII	Other		

* good, nice, pretty, beautiful, fine, bad, thing, really, very, terrible, you, wonderful

Error Master Sheet - Level B

Code Error	Computation	Class Total
1. Illegible		
2. Spelling		
3. Capitalization		
4. Punctuation		
5. Subject/verb agreement		
6. Pronoun/antecendent agreement		
7. Improper use of verb tense		
8. Voice shifts		
9. Shifts in person		
10. Sentence fragments		
11. Run-on sentences		
12. Dangling modifiers		
13. Awkward construction		
14. Other		

APPENDIX E

Error Correction Sheet

Name _____

Date _____

Paper # _____

Total # of Errors _____

Error #	Code	Correction
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		

APPENDIX F

Evaluated Formal Composition

Topic Saving Gas
Thesis (3 economical ways of saving gas with your car) e1

Andy
Jan. 23, 1978
Unified Studies

One way of saving gas with a car is by buying a midsize car. By doing this one can save money in two ways. The midsize cars get better milage on a gallon of gas than the larger type of car. (When one sees this one would or should buy the midsize car.) c2 After one buys the midsize car he ~~(she)~~ (she) will be saving gas and a lot of money.

Another way of saving gas is by abiding by the law and go 55 mph and not pretending that it's still 70 m.p.h. (one will find this much safer) c3 and in the long run it will save ~~one~~ gas and some money. It might take a little longer but (there have been less traffic accidents with the speed limit at 55 then when it was at 70.) e8

Carpooling is when one joins with friends and they alternate driving each other to a certain destination

For example, my mother teaches in Hawthorne and she carpools with 4 other people. When she does this she saves money and gas because she doesn't have to drive to Hawthorne everyday. (This is also good for the car. If she drove it to Hawthorne everyday it would start to break down. So it lets the car rest.)

Outline

Andy
Jan 23, 1978
Unified Studies

Thesis: 3 economical ways of saving gas with your car.

I. Midsize car
   A. Save money by not buying the larger car c1
   B. Consumes less gas than the larger car
II. Go 55 mph.
   A. Safer than previous speed of 70 mph. c3
   B. Consumes less gas than previous speed of 70 mph.
III. Carpooling
   A. Save money
   B. Consume less gas
   C. Lessens constant wear on car c4

64 composition score
17 ecs/spare
81 total

Student's Corrections

Error Correction Sheet

Name Andy

Date Jan 29, 1978

Paper # 5

Total # of Errors 10

Error #	Code	Correction
1.	4	x IIB
2.	IIIC	✓
3.	IIIC	✓
4.	2	✓ lessens
5.	V.E	x IG
6.	IC	✓ it's
7.	V C	✓
8.	V C	✓
9.	IA	✓ omit
10.	19(A)	x V C
11.		
12.		
13.		
14.		

40

64

Instructor's Copy

Error Correction Sheet

Name Andy

Date 1-23-78

Paper# 5

Total# of Errors 10

Error#	Code	Correction
1.	II B	
2.	III C	
3.	III C	
4.	Z	
5.	IG no E	
6.	I C	
7.	V C	
8.	V C	
9.	I A	
10.	V C	
11.		
12.		
13.		
14.		

APPENDIX G

Volunteer Recruitment Letter

October 3, 1977

Dear Parents,

As most of you know, a major part of the time I spend with your child in Unified Studies is spent in the instruction of written composition. To teach your child to write more effectively, I am using a combination of approaches: formal instruction, discussions, student identification of errors, and individual conferences. I find this combination of methods most successful; your children are learning to write more clearly and correctly. However, I strongly feel that students would learn more quickly and thoroughly if they could spend more time in individual conferences with a teacher. Thus I am appealing to you for help.

I dedicate Fridays to individual conferences. While students are working on a reading or writing assignment, I work with individuals to discuss errors they have made on their written compositions. This helps students to understand their errors and correct them. My problem is this: I only see eight to ten students a week due to time limitations. This assures students of a conference only every three to four weeks, which is to infrequent to be truly effective. What I would like is for each student to have an individual conference each Friday. I think this is feasible with parents' help.

I would, therefore, like to organize a group of parents who would be willing to work with students, not necessarily their own children, from 8:30 to 10:30 on Friday mornings. I would provide training and assistance to parents, who would then help students understand the errors they are making in written composition.

Please take the time to fill out the form attached and return it to me as soon as possible. I greatly appreciate your attention and concern.

Sincerely,

Nancy Dean

I would like to participate _____

I would like to participate but cannot do so at the designated time _____

I would like more information about this program _____

Comments:

Name _____

Telephone number _____

APPENDIX H

Revised Error Master List - Level A

Code	Error	Computation	Class Total
I	The Word		
A.	Use of forbidden words*		
B.	Use of cliches		
C.	Vague or unclear word		
D.	Excess words		
E.	Wrong word (denotative)		
F.	Wrong word (connotative)		
G.	Inappropriate language		
II	The Thought		
A.	Thesis not a complete thought		
B.	Thesis not specific and detailed		
C.	Thesis unclear		
III	The Arrangement (outlines)		
A.	Topic does not relate to thesis		
B.	Insufficient number of major topics		
C.	Unclear outline		
D.	Topic restated needlessly		
E.	Sub-topic does not relate to major topic		
IV	The Manner		
A.	Sentence doesn't relate to topic sentence		
B.	Inadequate development of topic sentence		
C.	No topic sentence		
D.	Thought repeated needlessly within PP		
E.	Inappropriate mode with respect to thesis		
V	The Strength		
A.	Thought doesn't relate to thesis		
B.	Thesis not adequately developed		
C.	Thought not clearly expressed		
D.	Needless repetition of thought		
E.	Intro. doesn't arouse reader's interest		
F.	Intro. doesn't introduce thesis		
G.	Thought contradicts a previous thought		
H.	Fallacy in reasoning		
I.	New info. introduced in conclusion		
J.	Conclusion does not follow fm devel.		
VI	The Movement		
A.	No transition provided		
B.	Transition used incorrectly		

Code	Error	Computation	Class Total
VII	The Expression		
A.	Paper doesn't complete the assignment		
B.	Information inaccurate or questionable		
C.	Revision doesn't reflect needed changes		
D.	Failure to proofread (careless errors)		
VIII	Other		

* good, nice, pretty, beautiful, fine, bad, thing, really, very, terrible, you, wonderful

Note: The following common elements may be found in the EML, as designated by code letters:

A - errors pertaining to coherence
B - errors pertaining to adequate development
C - errors pertaining to clarity
D - errors pertaining to wordiness

APPENDIX I

Sample Pre-Post Formal Compositions

These assignments were done in class. Students were instructed to write a description of anything that interested them. Composition #1 was written on the first day of class; composition #2 was written at the end of the term.

Karen
#1

If I were to describe the car that I would like to have someday, I would start by stating that it would be a Mustang. The exterior would be brown with a cream colored hood and a tinted sunroof. The interior is a lt. brown with cream & brown colored shag carpet. It has a built in am/fm radio and, to top it all off, an eight track and cassette tape player.

Karen
#2

Although Jamie is a terribly crazy person, it makes all the more nicer, and that's why I like her for a close friend.

Jamie usually acts in a strange but crazy way. Not crazy, as being mentally ill, but crazy as fun to be with. She likes to have fun, but has fun in many different ways from the average person. Jamie likes to crack stupid jokes in the middle of class so that I can't help laughing with her. For example, when we were studying metaphors, if anyone asked what the were, she would shout, "It's something you put cows in!" The joke is so utterly dumb that I can't help laughing. She gets a big kick out of singing as she's troting down the halls. Jamie likes to lead me around the school by my shirt sleeve, acting as though she is my probation officer, and doesn't have any hand cuffs. She likes to write crazy notes to people, and bug anyone who is trying to read aloud in a class. Jamie wakes at 12:00 every night, says coo-coo 12 times and returns to bed. At 6:00 she again wakes and yells, cock-a-doodle-do, with the roosters. She likes to go in the library ahead of the rest of the class and hide all of the books that the class will soon be looking for. After the class has found other books with information, Jamie finds that the books that she has are of no use to her. These are but a very few of the fun, but not trouble-some acts of craziness that Jamie pulls off during any given school day, and it makes her alot of fun to be with and to know. It makes me feel nice inside to be able to say that Jamie is my friend.

Tim
#1

Hate is a very strong emotion. It is the destruction of good minds.

Hate can come very slowly. When hate does come though it slowly eats away at your sanity. Hate boils in your brain until you go insane.

How hate comes about is very mysterious. It can result from very little things that you dislike. Or it can come very suddenly from someones actions that you utterly abhor.

Jealousy can and almost always will, result in hate. The unsureness of a person can make a person mindless with hate.

There are few cures for hate. For how do you cure a state of the mind. One of the ways to quench hate is to quench or destroy that hated thing that is the very easiest and the most wrong thing to do. The very hardest thing to do is for man to find out and admit that he is wrong in his hate.

Hate and love are the strongest emotions in the world and hate is just the opposite of love. Hate is usually synonamous with evil while love is usually always associated with goodness.

Man was created with a blessing, the ability to think. He also has a hindrance that no other creature has, and that is the capability of hate.

Tim
#2

I. What the course was made of

II. Where it went

III. How fast it was

Topic: The Sun Run Course

Thesis Statement: The Sun Run course that the runners ran was a hard course and also had slow times for the runners.

The Sun Run course was a hard course because of the hills, what it was made of.

The Sun Run course was on the emergency lane of the Newberry rd. and on 2nd ave. The course was made of asphalt and was extremely hard on the runners feet.

The Sun Run course started out at the Oaks Mall and went around the perimeter road and then merged with the newberry Rd. The course then headed east down the hill in front of the hospital for about 1/2 of a mile. The road then goes uphill and then downhill. About one half mile further down the road the course headed down 2nd street and up the hill by the Florida track. The course then went to the Florida bookstore and traveled the same course back to the Oaks mall where the runners finished the race.

The course was a fairly fast course because it was on asphalt, but, the times were slow because of the hills.

The Sun Run course was a hard, slow course for the runners.

Jane
#1

The thing in which I'm going to describe is my brother. He is 23 years old and has dark brown hair and a mustache. He is about 5 ft 11 inches and has a slight beer belly.

Some people consider Jon, by brother, good looking, but I personally think that his features could stand a little rearranging.

Jon has a very good personality and understands people very well. He, like the rest of us, does have his bad days, in which he is extremely difficult to get along with. He gets very grumpy if awakened before 9:00 A. M., because he claims that he needs his beauty sleep!

Jon is a Junior at the University of Florida and hopes to be a Psychologist some day.

Jane
#2

Maas Brothers is a large department store in the Gainesville Mall. It is just one of the many stores, but carries the biggest variety of items for sale.

Maas Brothers has a large selection of cosmetics and perfumes. One can usually find the perfume or make-up they are hunting for without trouble. Probably the biggest attraction at Maas is the clothes section. They carry many brand names, such as Jantyen and Aileen. They also have a sports-wear department, housewear department and a toy department.

The prices at Maas Brothers are rather high. One may walk into J. C. Penny's and see the same blouse that is at Maas for five dollars cheaper. Therefore it seems that one pays more at Maas Brothers for the name.

The clerks at Maas are all well trained and always available if one needs help at finding something. For example, the clerks that work at the cosmetic department either have a degree in cosmaotoligey or have to take a course in cosmetics, which is taught at Maas.

Therefore, it can be said that while Maas has expensive merchandise, one can usually get what he wants.

Ron
#1

The TV is a box with a pictcher scren in frount and dial to go from chanl to chanl to watch diffrent shows.

It has two smaler nobs, One is for britness and druchness and the outher is the Voluem. It allso has a sound box in frount.

Ron
#2

A newspaper gives the dayly news. It has sports and adds and it nows whats going on in the hole town.

Some people have their paper delever and some go to town or to Ment Mart. stores avertize what they have on sale they have cuepones is it too. In the spots it tells who has whon and who has lost in the N. F. L. and in the coleges.

It gives information on recks and people, schools and a lot more just pick it up one day and see how mauch gos on.

Mike
#1

To me the beach seems to be an endless ribbon of black sand, littered by debris.

When I walk down the beach in the morning I come across the tracks of the green turtles that nested the previous night. Their tracks look like tractors tires.

In the afternoon the sand becomes hot under the tropical sun. Too hot to walk on

The profile of the beach changes every day. The pounding of the waves carves out ledges than knocks them down.

The beach was a part of my summer. and very special

Mike
#2

This pond in the woods provides water for many animals, also many animals live around it.

The watermelon pond is a watering place for animals. Also it provides good cover for animals to live in.

The pond is a beautiful place to sit. Large oaks boarder the edges, sending their branches over the water. Small trees, thickets, and brushes grow near the water making a fence than one has to crawl through to reach the pond. A small barren of lime rock seals in the water so some is always present. On the east side of the pond, a thicket of willows marks the entrance of the swamp.

The trees around the pond provide food and cover for animals. Woodducks, teal and Mergazers feed and roost on the pond in winter. The woodducks feed on the acorns in the woods. A coveys of quail come to drink from the pond twice a day. Coons, possums, armadillos and squirrels water feed and live around the pond. Once while I was hunting I seared a bobcat away from the hole. Every once in a while otters come to the pond, but they don't stay long.

I have found many intersting things in and around the pond. I found an old 12 gange shotgun buried in the dust. Sometimes when I am hunting or walking I find arrowheads and tools made by Indians. The pond was probably a hunting place for them.

Kate
#1

On vacation our family went to Boone N. C. We took a long ride in the fogy mountains and saw many interesting things, We saw big tall trees, and once we saw a real small humming bird.

On our way to see the hang-gliders go off we saw this big old hairy St. Bernard that looked like a bear, and it was running we were wandering why it had his tale beneath his legs, then we looked up and we saw a cardinal chasing him and flying around his head we couldn't figure out why the bird was chasing him then we figured that she was chasing him away from her nest.

We had a really good time there and had lots of fun but soon it was the end of the summer and it was time to go home.

Kate
#2

Trees have many different colors shapes, sizes and, textures. Some of the colors only come in the different seasons. Green comes in the summer, then comes brown it comes in every season of the year. Yellow red and orange comes in the fall. White is the bark of a different kind of tree, and it stays white all year.

There are different shapes of trees, here are only two. Round, and rectangle. When you cut down a tree you can look down at the end and see that it is round. The trunk of the tree is long, and kind of square. The limbs of the tree are sometime straight and some times curved.

The size of a tree can be very large so large that you can not even put your arms around it, or it can be small and meadium.

Ellen
#1

The woods near my house hold many interesting sights of nature.

The setting of the woods is one of untouched nature. The large evergreen trees spread as far as one can see only broken by a twisting stream of cool bubbling water. After the stream divides the trees, it falls into a small pond in a clearing just beyond the woods. The clearing is filled with small wildflowers which provide a splash of color to the stretch of green.

The woods have many interesting sights of nature. Throughout the trees the high pitched cry of the bluejay breaks the silence. The cardinal is at home in the woods and enjoys bullying the bluejay into a playful fight. Through the stream the glitter of the fish is caught by the sunlight as he makes his way through the water to the pond. On the bank in the wet sand are the small prints of the racoon possibly there from last nights hunt for fish and insects.

There is alot of activity and sound in the woods. The sounds of animals are similar to an orchestra warming up for their performance. The birds twitter nervously while the squirrels make chuckling sounds over their collection of nuts and berries that they have begun to gather. Other animals are heard fighting over their territory, staked out by definite boundaries for the protection of their family and mate.

The woods are the home of animals and when one ventures into their home the actions, sounds, and setting can be both heard, seen, and experienced.

Ellen
#2

Across the field lay a small cabin. It's redwood front and stone path made the building look cozy and rustic. Running along the side of the cabin were neat rows of cotton and tobacco. There was a small clothesline in the back yard full of small shirts and pants. Obviously many of the occupants were children.

As I watched the small house, the door opened a little bit and I saw the eyes of small children peering out. Many of them weren't even knee high. Some had mops of red hair and looked like leprachans. Others had blonde hair that looked like straw. I didn't approach my audience for my presence might have disturbed the serene atmosphere of the old cabin.

APPENDIX J

Student Progress Form

Section Number _____

Grades

Names	C 1 ECS		C 2 ECS		C 3 ECS		C 4 ECS		C 5 ECS		C 6 ECS		C 7 ECS		C 8 ECS		C 9 ECS	
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Name _____

Student Error Sheet

Level A

Number of Errors

Paper No.	I							II			III					IV					V										VI		VII				VIII
	A	B	C	D	E	F	G	A	B	C	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	F	G	H	I	J	A	B	A	B	C	D	
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Level B

Number of Errors

Paper No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1.														
2.														
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4.														
5.														
6.														
7.														
8.														
9.														
10.														

Note: Students can easily complete their own Error Sheets.

APPENDIX K

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